INTERNATIONAL JOURNAL OF EDUCATIONAL RESEARCH

Chair of Editorial Board

L. ANDERSON

Editorial Board

E. DE CORTE, G. MASTERS and A. SCHLEICHER

Supplement to the
International Journal of Educational Research

Volume 25 Index

PERGAMON

SUBJECT INDEX

Ability assessment 170
Ability grouping 189
  achievement, meta-analysis 650
Ability models 107–198
  achievement 165
  Burt 119
  Carroll 127
  Cattell-Horn 122
  Guilford 122
  Gustafsson 124
  implications for education 169
  implications for educational policy 181
  implications for teaching and learning 181
  methodology 127
  Spearman 119
  Thurston 121
  Vernon 120
Ability training, implications of Carroll's model of cognitive ability 185
Academic competitions 480, 560
Accelerated instruction, achievement, meta-analysis 649
Achievement
  ability models 165
  meta-synthesis
    methods 613–624
    substantive results 635–646
Activity system 461
Adaptive Control of Thought (ACT) cognitive design system 410, 412, 413
Adaptive teaching, implications of Carroll's model of cognitive abilities 183
Administrators, school, training to use information systems 351–358
Adult education 282
Age, teachers, international comparisons 275, 276
All-Russian Unattended Math School (AUMS) 557
American High School Mathematics Examination (AHSME) 565, 566
American Math Olympiad 497–520
Ancestry, meta-analysis 614
Anderson's Geometry Tutor 408
Apprenticeship 389
Asia-Pacific Math Olympiad 523, 525
Attending, ability 153
Attention deficit disorder, meta-analysis 604
Attribution, Math Olympians 491
  cross-cultural analysis 577
  Taiwan 533
  United States 503
Auditory reception, Carroll's factor model of cognitive ability 147
  learning difficulties 182
  profile testing 175
  training 186
Australia, school-parent-community links 45–52, 87–90
Austria, parent involvement 9–23

Banks, vocational training 395
Baysview community, home-school connections 47
Books, Olympians 514
Burt's model of cognitive abilities 119, 161, 164

Canada, student outcome indicators 219–228
Capture errors 445
Carroll's model of cognitive abilities
  assessment of broad abilities 170
  auditory reception 147
  cognitive speed 150, 175
  educational significance of abilities 170
  evaluation 160
  hierarchical model 157
  higher-order factors 154
  idea production 149
  implications for education 169
  implications for educational policy 189
  implications for teaching and learning 181
  knowledge and achievement 152, 177
  language 139
  memory and learning 143
  methodological procedures 127
  reanalysis of datasets 131
  reasoning 142
  three-stratum theory 159, 160
  visual perception 146
Cattell-Horn model of cognitive abilities 122, 125, 161, 163
Cattell's Scree test 129, 132
Centre on Families 3, 4, 76
Characteristic Effect Sizes (Ch-MES) 619
Chile
  parent training project 53–65
  school-family relationships 90–94
China
  Math Olympians
    cross-cultural analysis 576–581
    nurturing factors 535–543
  school system 13
Classroom instruction, implications of Carroll's model of cognitive abilities 189
Close reading tests 141
Closure speed factor 147
Coaching 456
Coders, meta-analysis 621

Coding forms and manual, meta-analysis 616
Cognitive abilities 107–198
  Burt's model 119
  Carroll's model
    implications for education 169
    implications for educational policy 189
    implications for teaching and learning 181
    methodological procedures 127
    outline and review 139
  Cattell-Horn model 122
  evaluation of models 125
  Guilford's model 122
  Gustafsson's HILI model 124
  identification of 111
    componential analysis 116
    factor analytic procedures 112
    multidimensional scaling analysis 115
  Spearman's model 119
  Thurstone's model 121
  Vernon's model 120
Cognitive development of expertise at work 405
Cognitive speed 150, 175
  learning difficulties 183
Cognitive styles 154
Cognitive task analysis (CTA) 384, 403, 408, 469
  cost-benefit 410, 414
  knowledge varieties for 408, 412
  selection of method 413
  varieties of systems 409
Communication ability factor, language 141
Community-school-family collaboration
  Australia 47
  multinational study 75–104
Comparative educational research, reading 699–792
  conjunct analysis 705, 745–768
  gender differences 769–781
  IEA studies 707–723
  simultaneous analysis 704, 725–743
Competitions, talent 480, 560
Componential analysis, cognitive abilities 116
Comprehensive Ability Battery 172
Comprehensive schools 191
Comprehensive Test of Basic Skills (CTBS), ISERP 261
Computer-based education, meta-analysis 605
Computer literacy, Math Olympians
  Taiwan 532
  United States 506, 507
Computers, educational management 291
  assessment of strategies for system evaluation 361–370
  Hong Kong, SAMA 297–306
  New Zealand, implementation of SISs 335–349
  New Zealand, MUSAC 307–321
  staff handling of information 323–333
  training school administrators 351–358
Concerns Based Adaption Model (CBAM) 336, 338, 348
Conductive home atmosphere 489, 491
Confirmatory factor analysis 115, 128, 725, 727, 730
Confusian values 12, 13
Conjunct analysis, comparative education research 705
  causal models of reading comprehension 745–768
Corporate identity 397
Corporate training 383–385
  cognitive task analysis 403–415
  goals, employees and superiors 387–399
  on-the-job training 449–462
  past, present and future 465–470
Criterion Level Mean Effect Size (CL-MES) 619, 639, 648
Critical success factors, information technology systems 365
Cross-cultural analysis, math Olympiad 575–581
Crossing boundaries 3, 7
  cross-national exchange 3, 9, 75–104
  home-school partnership in Scotland 25–32
  parent involvement in Austria and Taiwan 9–23
Cross-national instruments, Math Olympiad 485
Cross-national studies 3, 701
  conjunct analysis 705
  IEA 202, 207
  ISERP 257–264
  OECD INES 268–276, 279–288
  parent involvement in Austria and Taiwan 9–23
  reading
    gender differences 769–780
    general causal models, conjunct analysis 745–767
    IEA six subject survey 1970–71 707–715
    IEA reading literacy study 1990–91 715–723
    literacy 702
    structural models, simultaneous analysis 725–742
  school-family-community collaboration 75–104
  simultaneous analysis 704
Crystallized intelligence 123, 730, 784
Curriculum development, implications of Carroll's model of cognitive abilities 193
Curriculum interventions, achievement, meta-analysis 647, 648
Cyprus, parent involvement 33–42
Czech Republic, school-family-community collaboration 77

DAPPFR procedure 130, 132
Decision making, computer-assisted school information systems 328
Declarative knowledge, task analysis 406, 408, 412
Deregulation, school-parent relations 70
Diagnostic testing, Carroll's model of cognitive abilities 181
Dictionary of Occupational Titles (DOT), task analysis 407, 408, 414
Direct instruction, achievement, meta-analysis 650
Displacement errors 445, 446
Dropout rates
  Canada 223, 224
  France 255

Education at a Glance 280–286
Educational management, information technology 291–296
  agenda for research 377–380

assessment of strategies for evaluation 361–371
New Zealand
implementation of SISs 335–349
MUSAC 307–321
staff handling of information 323–333
training school administrators 351–360
Educational policy, implications of Carroll's model of cognitive abilities 189
Effectiveness, ISERP 258
Effect size, meta-analysis 605, 607, 618, 620, 631, 635, 639, 643, 648, 667–690
Elementary cognitive task factors (ECTs) 151, 160
Employees' goals, vocational training 390
Enrollment 282
ERIC database, meta-analysis 591, 613, 627
Error, learning from 419–446
correction 422, 425, 427
detection 422, 424, 427
practical implications 440
theory 423–440
Evaluation, information technology systems 361–370
Examinations
France 252
performance indicators in UK 239, 243
Expert systems, CTA 409
Expertise at work, cognitive development 405
Exploratory factor analysis 114
Carroll's model of cognitive abilities 128
Externalisation 461

Factor analysis, cognitive abilities 112
Carroll's model 127, 139, 161
Factor models
cogitive abilities 119–126
reading comprehension 728
reading literacy 729
Factual adjunct questions, meta-analysis 652
Family
Inventory of Parental Influence 488, 498
Math Olympians
China 536, 541, 576
Taiwan 526, 529, 576
United States 498, 502, 576
role in learning 10
Family Math 566
Financial indicators 281
Finland, sex differences in reading comprehension 770
Fisher Combined Test 598
Fit indices, CFA 733
Fluency factors 149, 175
Fluid intelligence 122, 126, 730, 784
France, indicator systems 249–256
Frostig Program, meta-analysis 652

Gender
achievement, meta-analysis 642, 654
mathematics achievement 567
reading comprehension across countries 769–781, 786
teachers, international comparisons 275, 276
Gender match hypothesis 776
General plus group factor theory, cognitive abilities 119, 120
g factor 163
Gf-Gc theory 123
Gifted students, meta-analysis 651
Gifted and Talented (G/T) Programs, cultural differences 578
Girls, Math Olympiad 567
GOMS task analysis 409
Goodness-of-fit indices, CFA 733
Grade point average, Olympians 507
Gross National Education Product 236
Guilford's model of cognitive abilities 122, 125, 160, 163, 164
Gustafsson's HILI model of cognitive abilities 124, 134, 135

Hierarchical factor models, reading comprehension 728
Hierarchical linear modelling (HLM)
cojunct analysis, reading 705, 746–768, 785
gender differences in reading achievement 769–781
Hierarchical models of cognitive abilities 113, 119–126, 157, 164
Higher education
America 237
France 254
HILI model 124
Home-school partnership
Australia 45–52, 87–90
benefits 34
Chile 53–65, 90–94
constraints 35
Cyprus 35–42
Czech Republic 77
Netherlands 67–73
Portugal 81–87, 94, 97
Scotland 25–32
Spain 79
Home-school transition, Chile, parent training project 53–65
Homework, parents and teachers attitudes 30, 31, 39
Hong Kong
ISERP 260, 262
SAMS 297–306
Human performance technology systems 405, 460
Human resource utilization 460
Human Self-Improvement (HS) model 428

Idea production, Carroll's factor model of cognitive abilities 149
learning difficulties 182
profile testing 175
IEA 207
acceptability and validity of methods and instruments 213
competence building 215
coordination of international machinery 211
effectiveness studies 259
evolution 209

IEA reading comprehension study 1970–715, 783
conjunct analysis 754–762
gender differences 769–781
instruments 709
simultaneous analysis 733–743
target populations, sampling 712
IEA reading literacy study 1990–91 715–723, 783
conjunct analysis 763–768
gender differences 769–781
instruments 716
simultaneous analysis 738–743
target populations, sampling 720
Implementation, computer assisted SISs in New Zealand 336–349, 376
Indicators of performance 201
Canada 219–228
France 249–256
IEA 207–218
ISERP 257–264
OECD INES 268–276, 279–288
teachers 267–277
United Kingdom 239–246
United States 231–238
Information technology in educational management (ITEM) 291–296
agenda for research 377–380
assessment of strategies for evaluation 361–371
Hong Kong, SAMS 297–306
New Zealand
implementation of SISs 335–349
MUSAC 307–321
staff handling of information 323–333
training school administrators 351–360
working group 380(I)
Innovation 515, 373
implementation 336
Inservice training, international comparisons 273
Inspections
France 251, 253
performance indicators in UK 242
Intellect, functional organisation 124
Intelligence, development and training 187
Intelligence tests 171
Intelligent tutoring systems 441
Intermediate Science Curriculum Study, meta-analysis 653
Internalisation 461
International comparisons 701
conjunct analysis 705
reading
gender differences 769–780
general causal models, conjunct analysis 745–767
IEA six subject survey 1970–71 707–715
IEA reading literacy study 1990–91 715–723
literacy 702
structural models, simultaneous analysis 725–742
simultaneous analysis 704
International Indicators of Education Systems (INES) 268–276, 279–288
International indicators of performance 201
Canada 219–228
France 249–256
IEA 207–218
ISERP 257–264
OECD INES 268–276, 279–288
teachers 267–277
United Kingdom 239–246
United States 231–238
International Math Olympiad
China 535
Japan 545, 548, 549
Taiwan 523, 525
International Network of Scholars on Family, Community, School, Partnerships 3
International School Effectiveness Research Program (ISERP) 257–264
International Science and Engineering Fair 480
International Standard Classification of Education (ISCED) 270
Interpersonal expectancy effect, meta-analysis 604
Inventory of Parental Influence (IPI) 488, 498
Item response theory 711

Japan, Math Olympiad 545–551
Job descriptions, task analysis 407
Job instruction training (JIT) 452, 453
Job-related continuing education 282
Junior Science and Humanities Symposium (JSHS) 480, 504
Just-in-time training 458

Key Stage assessments 239, 241
Knowledge
Carroll's factor model of cognitive abilities 152
profile testing 177
declarative 406, 408, 412
production 407, 412
Knowledge workers 467, 469

Language, Carroll's factor model of cognitive abilities 139
diagnostic application 182
profile testing 173
training 185
Learning, relative responsibility of family and school 10
Learning ability factors, Carroll's model 145
Learning activities 461
Learning difficulties, Carroll's model of cognitive abilities 181
Learning environment, Math Olympians 524
Learning from error 419–446
error correction 422, 425, 427
error detection 422, 424, 427
practical implications 440
theory 423–440
Learning models, meta-analysis 606
Learn-on-your-own, Olympians 514
Leittextmethode 461
Length estimation 147
Lewis structures 428

Linear Structural Relations Analysis, simultaneous analysis 705, 731
LISP Tutor 408
LISREL, hierarchical models 125, 134
LISREL8 for Windows, CFA 731
Listening ability factors, language 142, 182
Listening comprehension, reanalysis of Carroll's datasets 131
Literacy, reading 702
  conjunct analysis 763–768
  factor models 729
  gender differences 769–781
  simultaneous analysis 738–743
Longitudinal Study of American Youth (LSAY) 479, 487, 504

Management
  goals, vocational training 390
  information technology 291–296
    assessment of strategies for evaluation 361–371
    Hong Kong 297–306
    New Zealand 307–321, 335–349
    staff handling of information 323–333
    training school administrators 351–360
Management-by-objectives 457
Managers
  cognitive task analysis training 411
  school, information management 324
Massay University School Administration by Computer (MUSAC) 307–321, 335, 338
  acquisitions and use patterns 312–318
  adaption 340, 342, 345
  implementation 339, 348
  origins 309
  use 310–312, 341, 343, 346
Mastery learning, meta-analysis 649
Matched teacher and student cognitive style, meta-analysis 652
Mathematical ability 156
Mathematics Olympians 477
  China 535–543
  cross-cultural analysis 575–581
  development of academic talent, international studies 479 583
  development of cross-national instruments 485–495
  development of talent in schools 563–570
  early identification of talent, US 497–520
  environmental influences, Taiwan 523–534
  Japan 545–551
  Russia 553–561
Math Olympiad Summer Program (MOSP) 497, 513
Memory, Carroll's factor model of cognitive abilities 143, 144
  learning difficulties 182
  profile testing 174
  training 186
Mentoring 521
Meta-analysis
  achievement results 635
    conclusions and implications 647
    differences in mean effect sizes among factors 639
    effect size tables 667
    gender and socioeconomic status 642
    relationship between methodological characteristics and effect sizes 643
    strongest predictors 641
  advantages 599
  concept of 591–595
  criticisms 600
  development 597
  effect size tables 667–690
  future 601, 655
  methodological characteristics 625–633, 655
  methods 613–624
    criteria for inclusion and exclusion 615
    data management 623
    procedures 620
  study identification 661–666
  unit of analysis 601
    summarization studies 602–606
    synthesis studies 606–612
Meta-synthesis, achievement 592, 595, 597, 613–657
Mincer function, PTHS, Chile 58
Motivation, Olympians 519
Multidimentional scaling procedures, cognitive abilities 115
Multigroup confirmatory factor analysis 725
Multinational study of school-family-community collaboration 75–104

Nam-Powers Scale 493, 494
National Assessment of Educational Progress 237
National Center for Education Statistics (NCES), indicator development 231–238
National Council for Vocational Qualification (NCVQ) 245
National Curriculum 245
National Merit Examination 481, 504
National Science Foundation (NSF) 479
Neale analysis 89
Negative outcome information 440
Nested factor models, reading comprehension 728
Netherlands
  home-school partnership 67–73
  ISERP 260, 262
New Zealand
  implementing computerised school information systems 335–349
  MUSAC school information system 307–321
Northern Ireland, indicator systems 245
Norway, ISERP 260, 262
Notetaking, achievement, meta-analysis 650

OECD
  Indicators of Education Systems (INES) 268–276, 279–288
  Network C international survey on teachers 268–270
Off-the-job training 458
OFSTED 239
  school inspections 242
Olympiad Competitions 481

Olympiad movement
China 535–543
cross-cultural analysis 575–581
development of cross-national instruments 485
development of mathematical talent in schools 563–570
Russia 553–561
Taiwan 523–534
On-site instruction 453
On-site practice 453
On-site study 453, 454
On-the-job training (OJT) 384, 449–462, 469
case studies 457
cost effectiveness 455
forms of 452
importance 451
theoretical perspectives 459
Organisation, implications of Carroll's model of cognitive abilities

Paired Reading, home-school relations 87
Pan-Canadian Education Indicators Program (PCEIP) 221, 223
Parents
Australia 45–52, 87–90
Austria 9–23
benefits of involvement 34
Chile 53–65, 90–94
constraints 35
Cyprus 35–42
Czech Republic 77
Inventory of Parental Influence (IPI) 488, 498
Math Olympians
China 536, 541, 576
Taiwan 526, 528, 576
United States 498–501, 576
Netherlands 67–73
Portugal 81–87, 94, 97
Scotland 25–32
Spain 79
Taiwan 9–23
talent development 565
Parents and Citizens Association 50
Parent training project, Chile 53–65
PARI task analysis 409
Parsimony RNI 733, 735
Participation indicators 282
Partnerships 4
multinational study 75–104
school-parents-community 45
school reform 5, 25
Performance, cognitive speed 150, 175
Performance errors 420–446
Performance indicators 201
Canada 219–228
France 249–256
IEA 207–218
ISERP 257–264
OECD INES 268–276, 279–288
teachers 267–277
United Kingdom 239–246
United States 231–238
Performance problems and solutions 383
Performance tables, United Kingdom 239, 240
Piagetian reasoning factors 143
Portugal, school-family relationships 81–87, 94, 97
Position Analysis Questionnaire (PAQ) 408, 409
Pragmatism, school-home partnerships 45
PRELIS2 731
Problem solving, cognitive task analysis 406
Production knowledge, task analysis 407, 412
Productivity, Olympian 508–515
cultural differences 578
Productivity model 481, 482, 524, 593
meta-analysis 606, 619, 647, 654
Profile testing 173–178
Project Transition from Home to School (PTHS) 53
educational cost saving 58
institutionalisation benefit 61
return of investment 64
socioeconomic benefits 55
Prose learning, meta-analysis 652
Psychomotor abilities 153
PsychLIT, meta-analysis 613
Pullout programs, gifted education, meta-analysis 651
Pupil Files, MUSAC 313, 343, 344

Reading
diagnostic application of Carroll's model of ability 182
home-school relations 87
international comparisons 783–787
gender differences 769–781, 786
general causal models using conjunct analysis 745–768
general structural models using simultaneous analysis 725–743
IEA study 1970–71 707–715
IEA study 1990–91 715–723
literacy 702
Reading comprehension, language 141, 185
Reading comprehension test 709
Reading speed test 709
Reasoning, Carroll's factor model of cognitive abilities 142
learning difficulties 182
profile testing 173
training 186
Reflective practitioner 388
Relative noncentrality index (RNI) 733, 735
Religion
Math Olympians 499
parental involvement in schools, Netherlands 68
Research paper competitions 480
Resource and process indicators 281
Root Mean Square Error of Approximation (RMSEA) 733, 736
Russia, Olympiad movement 553–561

Salaries, teachers, international comparisons 273, 274
Scholastic Aptitude Test 171

Olympians 504
School Administration and Management System (SAMS) 297
design and development 298–301
evolutionary approach 303
prototype and piloting 302
standardisation versus flexibility 303
user participation 302, 304
School Achievement Indicators Program (SAIP) 220, 226
School administrators/managers
information management 324
training to use information systems 351–358
School development of mathematical talent 563–570
School Development Plan 253
School-home partnership
Australia 45–52, 87–90
benefits 34
Chile 53–65, 90–94
constraints 35
Cyprus 35–42
Czech Republic 77
Netherlands 67–73
Portugal 81–87, 94, 97
Scotland 25–32
Spain 79
School information systems (SISs) 291
agenda for ITEM research 377–380
assessment of strategies for evaluation 361–370
Hong Kong, SAMs 297–306
innovation process 373
New Zealand, implementation 335–349, 376
New Zealand, MUSAC 307–321
staff handling of information 323–333
training school administrators 351–358
usage and impact 294
School, Math Olympians 492, 494
China 537
Taiwan 528
United States 501, 515
School organisation, implications of Carroll's model of cognitive abilities 191
School Performance Tables 239, 240, 245
School reform 5
home-school partnership in Scotland 25–32
School, relative responsibility in learning 10
School self-evaluation 28, 31
School self-management, Australia 46
Schools of Physics and Mathematics (SPM), Russia 557
Schools Reaching Out 87
Schools renewal 46
Science and engineering, development of talent 479
Scotland
home-school partnership 25–32
indicator systems 244
Secondary schools, reading and literacy 702
Self-concept attribute attitude Scales (SaaS), Math Olympians 488, 490–493, 498
China 540
cross-cultural analysis 577
Taiwan 532
United States 503
Self-evaluation, schools 28, 31
Self-paced instruction materials 459
Self-study, Olympians 514
Sensory ability factors 153
Sequential choice tasks 421
Sex differences
achievement, meta-analysis 604, 642, 654
reading comprehension across countries 769–781
Simultaneous analysis, comparative education research 704
general structural models of reading comprehension 725–743
Six Subject Survey, IEA 208, 216, 707–715
Smallest space analysis 115
Social relations, Olympians 517
Socio-economic status
achievement, meta-analysis 642, 654
educational intervention, Chile 53–65
ISERP 260, 262
Math Olympians 493–495, 500
Taiwan 526
parent involvement 37, 38, 39, 41, 98
Spain, parent-teacher partnerships 79
Spearman's model of cognitive abilities 119, 161, 163, 164
Special gifted programs 564, 578
Special Scientific Studying Centers (SSSC) 558
Special Strategies Observation Scale, ISERP 261
Speed of performance 150, 175
learning difficulties 183
Standard Assessment Tasks (SATs) 241
Streaming 190
Structure of Intellect model 122, 125, 160
Student Monitoring Systems 324, 331
Student outcome indicators 283
Canada 219–228
Study of Mathematically Precocious Youth (SMPY) 481, 487, 504
Summarization studies, meta-analysis 602
Summer schools, Russia, talented students 559
Synthesis studies, meta-analysis 606

Taiwan
ISERP 260, 262
Math Olympians 523–534, 576–581
parent involvement 9–23
Talent 479
academic competitions 480
cross-cultural analysis 575–581
cross-national instruments 485–495
development in schools 563–570
early identification, United States 497–520
environmental influences, Taiwan 523–534
Japan 545–551
nurturing factors, China 535–543
Russia 553–561
Task analysis training 403
changing organisational climate 404
cognitive development of expertise at work 405
CTA 408–414
on-the-job 451

use by government for job descriptions 407
Task environments, learning from error 421, 425, 435
Teachers
age and gender, international comparisons 275, 276
assessments by 241
behaviour, ISERP 263
France, policy decisions and assessment in the classroom 250
home to school transition 54
information management 326
international comparative indicators 267–277
parent relationships 12–23, 38, 69, 94, 96
pupil relationships 28
qualifications, international comparisons 272
salaries, international comparisons 273, 274
student involvement with mathematics 566, 567
Teaching, implications of Carroll's model of cognitive abilities 181
Teaching time, international comparisons 270
Three-stratum theory of cognitive abilities 159, 167
Thurstone's model of cognitive abilities 121, 164
TIMSS 217
Canada 227
Total Design Method (TDM) 487
Total Man Effect Size (TMES) 619, 638, 647, 648
Tracking 190
Training
design models 466
environments 441
implications of Carroll's model of cognitive ability 185
in organisations 383–385
changing climate 404
cognitive task analysis 403–415
goals, employees and superiors 387–399
learning from error 419–446
on-the-job training 449–462
past, present and future 465–470
school administrators, SISs 351–358
Treatment Level Mean Effect Size (TL-MES) 619, 638, 649
Tucker Lewis index (TLI) 733, 736
Two-Factor theory 111, 119

United Kingdom
indicator systems, examinations and insepctions 239–246
ISERP 260, 262
United States
ISERP 260, 262
national education indicators 231–238
Olympiad program 497, 505, 576–581
User acceptability audit, information technology systems 364, 369, 376
school context 366

Value Added, indicator systems in United Kingdom 239, 243, 246
Vernon's model of cognitive abilities 120, 125, 161, 163–165
Virgilio Teacher Behaviour Instrument, ISERP 261, 263
Visual perception, Carroll's factor model of cognitive abilities 146
learning difficulties 182
profile testing 174
training 186
Vocabulary instruction, achievement, meta-analysis 649
Vocational education and training
goals, employees and superiors 387–399
on-the-job training 449–462
Vote counting 599

Walberg productivity model 481, 482, 524, 593, 619, 654
Westinghouse Talent Search 480, 504
Whole language approaches, achievement, meta-analysis 653
Woodcock-Johnson Psycho-Educational batteries 171
Word knowledge test 709
Writing ability factor, language 141